



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

SOCIOLOGICAL FIELD-WORK.

In every community and especially in the large centres of social and economic activity—our large cities—there are many facts that come to our attention every day, the relative importance and meaning of which it is the privilege and duty of those who teach sociology and economics to impress upon their students. With beginners it is always necessary to spend much time in training them to observe properly, to habituate themselves to notice and mentally, at least, correlate many things that have been familiar to them from childhood. To do this in lectures is both difficult and uneconomical of time and energy it requires. Professor Henderson, of Chicago, has recently given us a handbook* of questions and topics which may serve a useful purpose as a stimulant in the right direction if put in the hands of students and accompanied with a more detailed explanation of the use to which it should be put. Beyond this, however, it seems to me that the rich fields for a certain kind of social laboratory work which exist around most of our larger colleges should be better utilized in connection with elementary courses in sociology and practical economics.

Professor M. Cheysson, of the *École libre des sciences politiques*, at Paris, made last year a splendid beginning in the way of systematic work of this kind. I am aware that many instructors both here and abroad have, in connection with their seminaries or apart from their regular work, often made excursions with their pupils, but I doubt if any have attempted to utilize the results of such efforts in the thorough and satisfactory way that Professor Cheysson has demonstrated to be possible.

Professor Cheysson's special course last winter was entitled "*Cours d'économie sociale*," and the program included nine excursions to which as many Saturday afternoons were devoted. These were scattered throughout the year, the intervening Saturdays being taken up with the lectures of the course which made frequent use of the facts observed during the excursions.

It is hardly necessary to give a detailed account of the places visited. Sometimes several places were visited in one day and three to four hours were always devoted to each excursion. The shops, schools for children of employes, restaurant and family supply kitchen of the *Compagnie d'Orléans*, one of the large railroads coming into Paris, which has undertaken many social experiments in the interests of its men, were visited. Arrangements were previously made to have some one connected with each department of such work give a detailed explanation of its plan, scope and results. Printed reports and circulars so

* "Catechism for Social Observation." By C. R. HENDERSON. Price, 25 cents. Boston: Heath & Co.

far as possible were given the students and the questions of professor and students often elicited much interesting information hardly accessible in any other way. In like manner co-operative stores and societies in various parts of Paris, profit-sharing establishments and model tenement houses were visited. The work of societies for building workingmen's dwellings singly or in pairs was inspected, and the results compared with the large house plan. One of the government tobacco factories was visited and its various operations and its use of machinery were studied. Trade associations, the society for the invention of preventives and safeguards against accidents from machinery, the association for mutual insurance against accident, and the association for giving poor-relief in the shape of work and many others in turn came in for a visit, and in no case did the students come away without many valuable impressions and bits of information. Not least interesting and instructive were the visits to large concerns like the *Grands Magasins du Louvre* and the piano factory of Pleyel & Wolff, where the statements of those in charge threw new light on many problems of management of labor, etc., with which the students were entirely unacquainted.

The success with which these excursions were attended seemed to me to depend chiefly upon three things, (1) the wealth of interesting experiments in a large city like Paris; (2) the extreme care and tact displayed by Professor Cheysson in having made thorough arrangements beforehand and having induced those actually in charge of each establishment and therefore thoroughly conversant with the facts to be prepared to give introductory talks and explanations of the work undertaken in each case, and (3) the able way in which Professor Cheysson added explanations and observations which brought such information into some definite relation to social theories and economic principles and doctrines. In regard to the latter point it was often possible to do some effective work on the spot, more often necessary to reserve comments until some other occasion presented itself.

The preparation for such work has its difficulties even in the case of so well-known and recognized an authority as Professor Cheysson. Public concerns and business enterprises are not always ready to devote the necessary time and to endure the inconveniences, attending the visit of a large body of students. Professor Cheysson perhaps erred in not limiting his numbers. At times he had as many as seventy students on these excursions. As a result more inconvenience was occasioned than was necessary, and in some cases where machinery was running many persons could not get near enough to the speaker to hear explanations. In carrying out a similar plan of sociological excursions at the University of Pennsylvania I have tried to limit the class to

twenty, and in one or two cases I have taken this number in two sections at two different times to the same establishment, and I think with better results on that account. On the whole the results have been so satisfactory that I feel under great obligations to Professor Cheysson for the object lesson, and believe that the utility of similar work to others will justify this public statement. My plan has been somewhat different from that followed by Professor Cheysson. The program includes a series of excursions each week, counted as equivalent totwo hours' work, running through the college year. After every third or fourth excursion a conference session is held, at which written reports of the social information obtained on the past excursions are made by members of the class delegated for that purpose. All take notes and are expected to help correct and fill out the official reports which are then discussed, and additional facts relating to foreign countries supplied so far as possible. During the first term the excursions take in large business establishments only where peculiar features of an industrial and social nature are to be seen. During the second term the program includes various charitable and reformatory institutions, slum districts, model dwellings, etc. This division corresponds somewhat to that of the regular course the class is taking in descriptive sociology in order to make the results of value in both courses.

The American business community, so far as Philadelphia is concerned, has been much more willing to respond and co-operate in the necessary plans for this scheme than one would anticipate. It seems to me that every community must offer some opportunities, some kind of sociological field-work which should be a necessary adjunct of every course in sociology especially for classes of beginners. There is no better way of arousing interest and laying the foundation for good work in sociology than the kind of knowledge one gets in such practice. With more advanced students, of course, a different kind of investigation must be encouraged, but this more general work will train the beginner to commence at once to keep his eyes open to the relative importance of social phenomena and to utilize his spare moments in street-cars, walks and daily routine of work in that sort of observation which will to a large extent determine his ability to cope with the social sciences.

S. M. LINDSAY.

University of Pennsylvania.